PARCC

Partnership for Assessment of Readiness for College and Careers

PARCC Update & Review of Educator Resources

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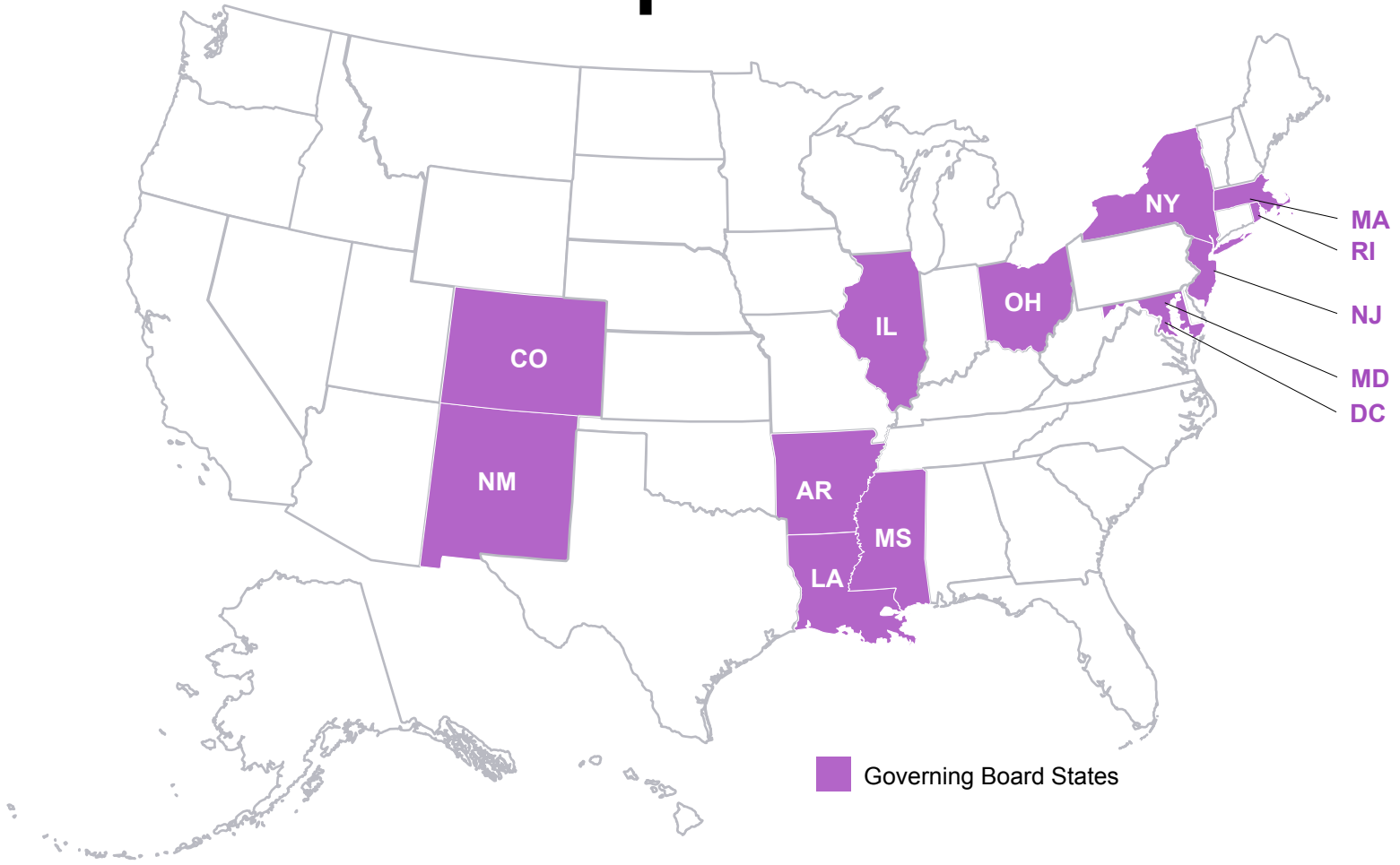
@Callie_DC** and **@PARCCPlace

#askPARCC

What is PARCC?

PARCC
Partnership for Assessment of Readiness for College and Careers

PARCC Membership



- PARCC members: 12 states + DC
- 5 million students in 2014-15

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PARCC Tests: Developed by States

- Measure **problem-solving and critical thinking skills** and the **full range of standards**
- Give **timely feedback to teachers and students** on strengths and weaknesses, allowing teachers to better meet student needs
- Determine whether students are **on track for college or career**
- Include a **writing component at every grade level**
- Use **Universal Design principles** to create accessible tests
- **Allow comparison** across schools, districts and states

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Assessment System

Summative Assessments

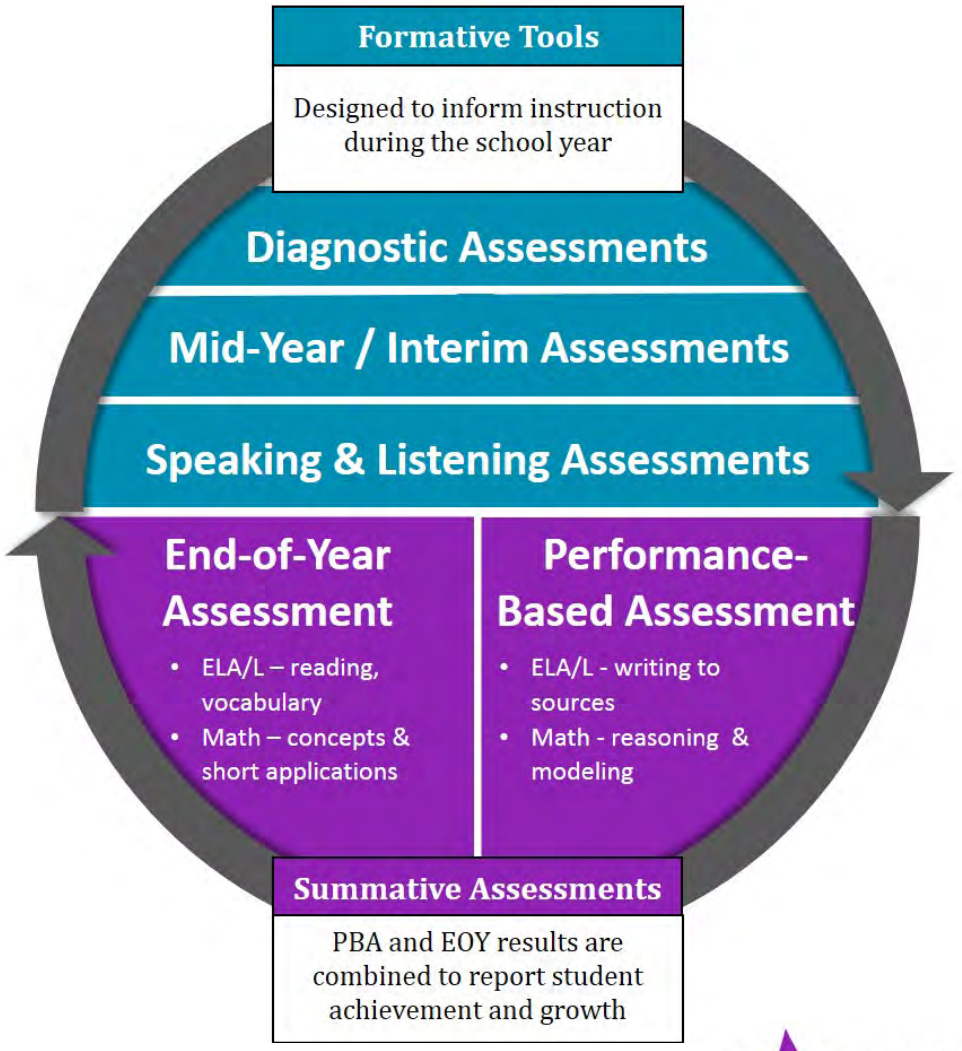
ELA/Literacy, grades 3-11
Math, grades 3-8
HS: Algebra I, II, Geometry,
Performance-Based & End-of-Year
Computer-Based & Paper-Based

Measures

Reading
Writing
Critical Thinking
Mathematics
Math Reasoning & Problem-Solving

Computer-Based

Items Engage Students
Results Teachers Can Use
Cost-effective



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Summative Assessments

Performance-Based Component (PBA)

ELA/Literacy

Writing essays drawing evidence from sources, including multi-media

Math

Solving multi-step problems that require reasoning and address real world situations

End-of-Year Component (EOY)

ELA/Literacy

Demonstrating comprehension of literary and informational texts

Math

Demonstrating understanding of concepts, fluency, and application of knowledge

PBA and EOY Combined = Total Score

Practice Tests: http://parcc.pearson.com/sample-items/

Formative Tools

Diagnostic Assessments

Mid-Year / Interim Assessments

K-1 Tools

Speaking and Listening

- All tools will be available for schools to purchase in 2015-2016
- Schools can volunteer to participate in the field test in spring of 2015
  - Information will be sent to superintendents November 2014
  - Field Test participation will result in a decreased purchase price

Formative Tools

Diagnostic Assessments

- Grades 2-8
- Reading, Writing, Math
- Computer-based, adaptive
- Designed to pinpoint students' strengths and weaknesses

Mid-Year / Interim Assessments

- Grades 3-11
- ELA/Literacy and Math
- Computer- and paper-based test modules
- Designed to mirror summative assessments and to use for instructional purposes

K-1 Tools

- Grades K-1
- Reading and math
- Checklists, running records, performance tasks
- Links to interventions/ enrichments

Speaking and Listening

- Grades 3-12
- Performance-based activities
- Spontaneous oral response to oral prompt; share findings of research in an oral presentation

How did the field test go? And what's next?

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The Stats

> 1,000,000

Students

16,000

Schools

14 + D.C.

States

- ✓ **Technology system platform worked well**
- ✓ **Students took less time than anticipated**
- ✓ **Practice tests and tutorials set students up for success**
- ✓ **Test administration manuals need refinement**

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What We Heard

"I like this test so much more than [the state test] because it makes you think."
(from media interview)

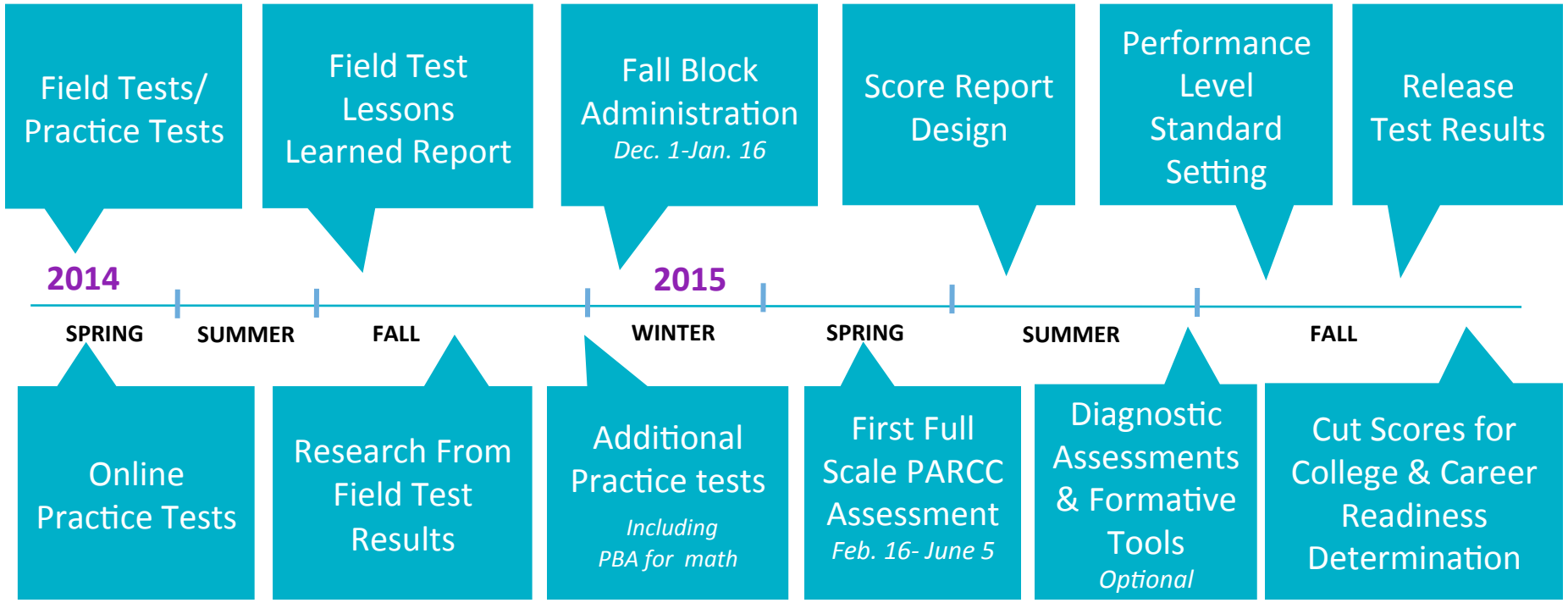
"Something about the test was that there were questions that you had to go back in the story to look for the answer"
(from student survey)

"…yes there was hard parts but there's always gonna be hard questions in life."
(from student survey)

"The language used in the [test manual] directions was unnecessarily complex and could have been simplified."
(from school/district survey)

"… Time seemed just right. Students really enjoyed the movies, and seemed more engaged in their writing."
(from test administrator survey)

What's Next?



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What type of PARCC resources are available for educators?

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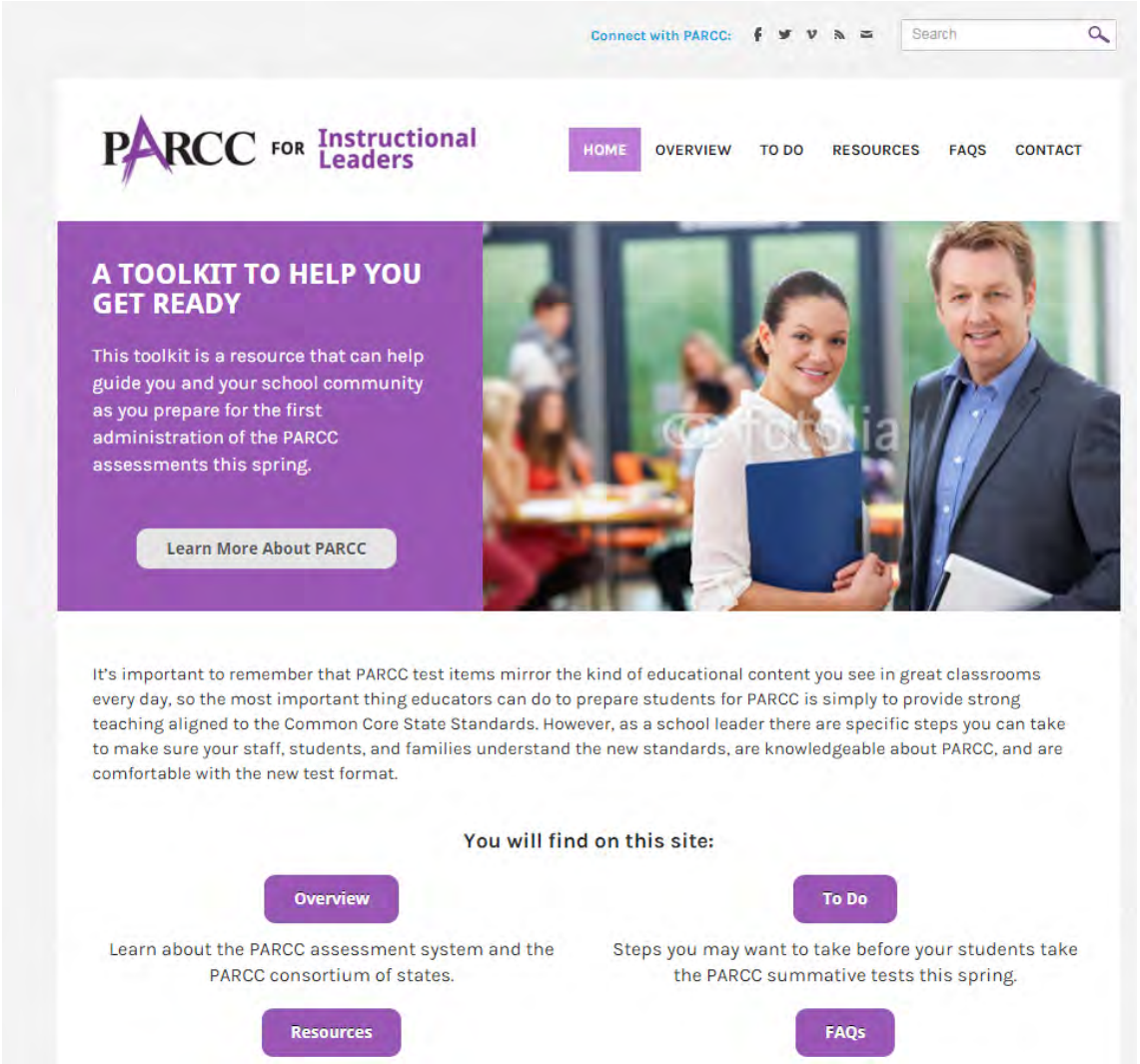
Instructional Leaders Toolkit

Available November 2014



Coming soon: http://parccforleaders.org

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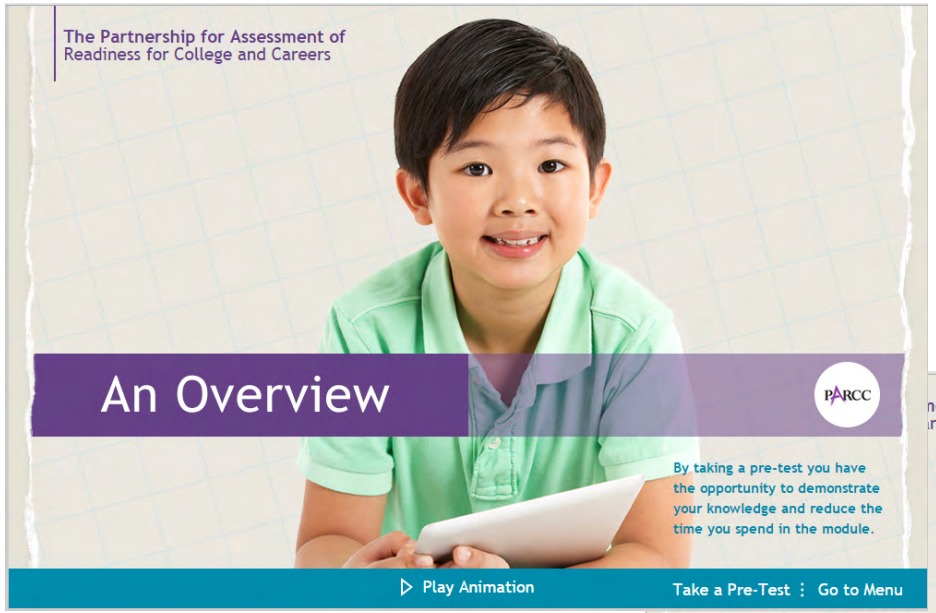
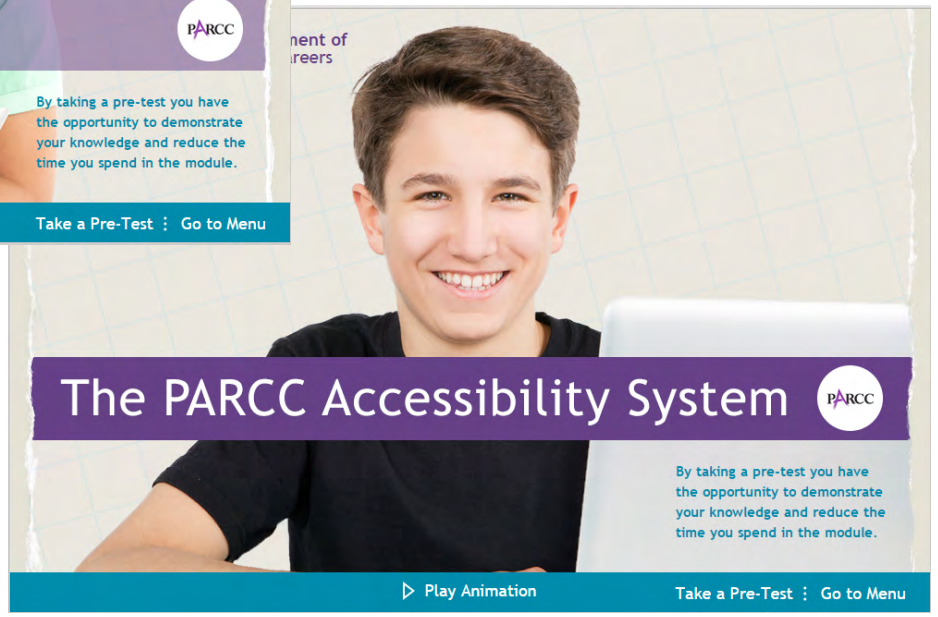
Professional Learning Modules



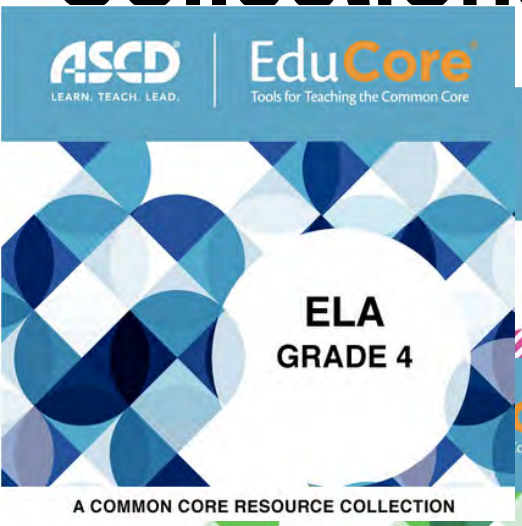


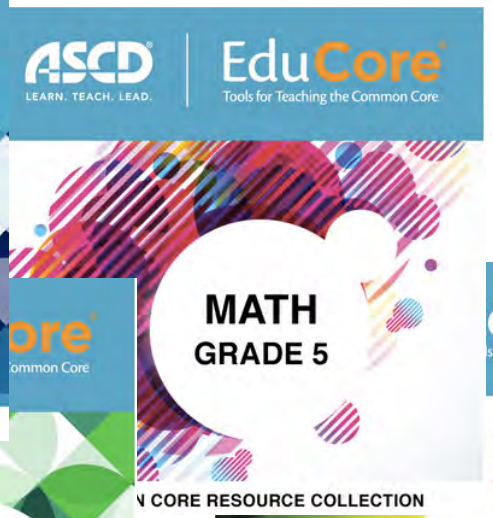
- Now: PARCC: An Overview and The PARCC Accessibility System
- Coming: Mid-Year Assessments, Diagnostic Assessments, and Speaking and Listening

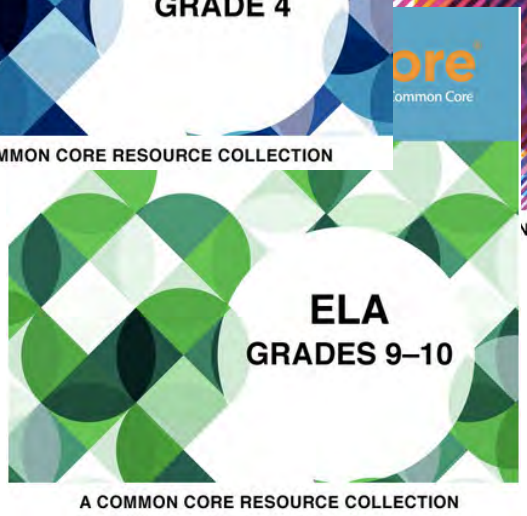
Available online:

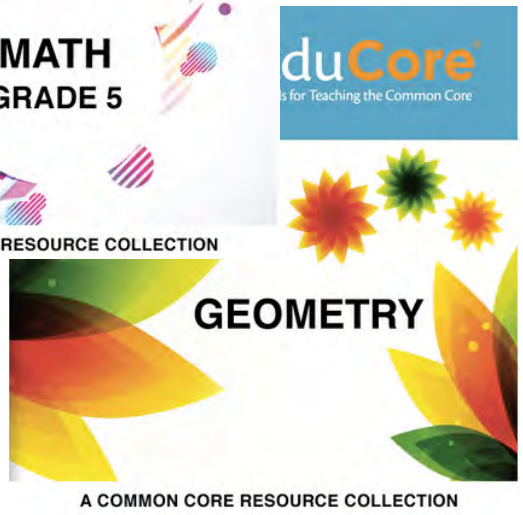
http://www.parcconline.org/professional-learning-modules-parcc-assessments

ASCD EduCore: iTunes U Common Core Resource Collections









- Developed collaboratively between ASCD educators, Apple Distinguished Educators and PARCC Educator Leader Cadre members
- ELA K-8; 9-10; 11-12
- Math K-8; Alg I; Geom; Alg II

Available online and on iTunes U:
http://educore.ascd.org/channels/view.aspx?guid=02d1bb32-0584-4323-908e-df822f4fc68f&tab=4

PBS Learning Media CLOs

INTERACTIVE

PARCC FOR EDUCATORS

Learn more about PARCC, the Partnership for Assessment of Readiness for College and Careers, and find out how it will help prepare nearly 21 million American students in grades K-12 ...

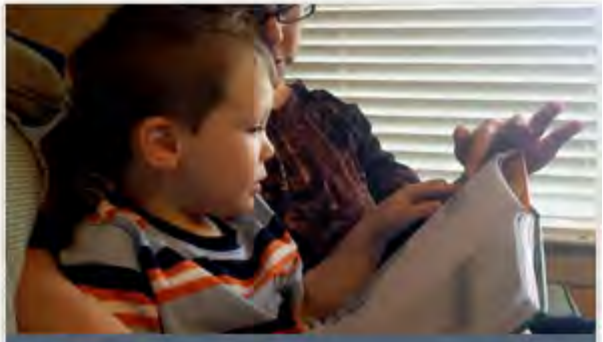
GRADES K-13+

VIDEO 00:08:32

PARCC FOR HIGHER EDUCATION

The Partnership for the Assessment of Readiness for College and Careers (PARCC) is a consortium of states that have come ...

GRADES K-13+



MEDIA GALLERY 00:15:06

PARCC AND COMMON CORE FOR PARENTS

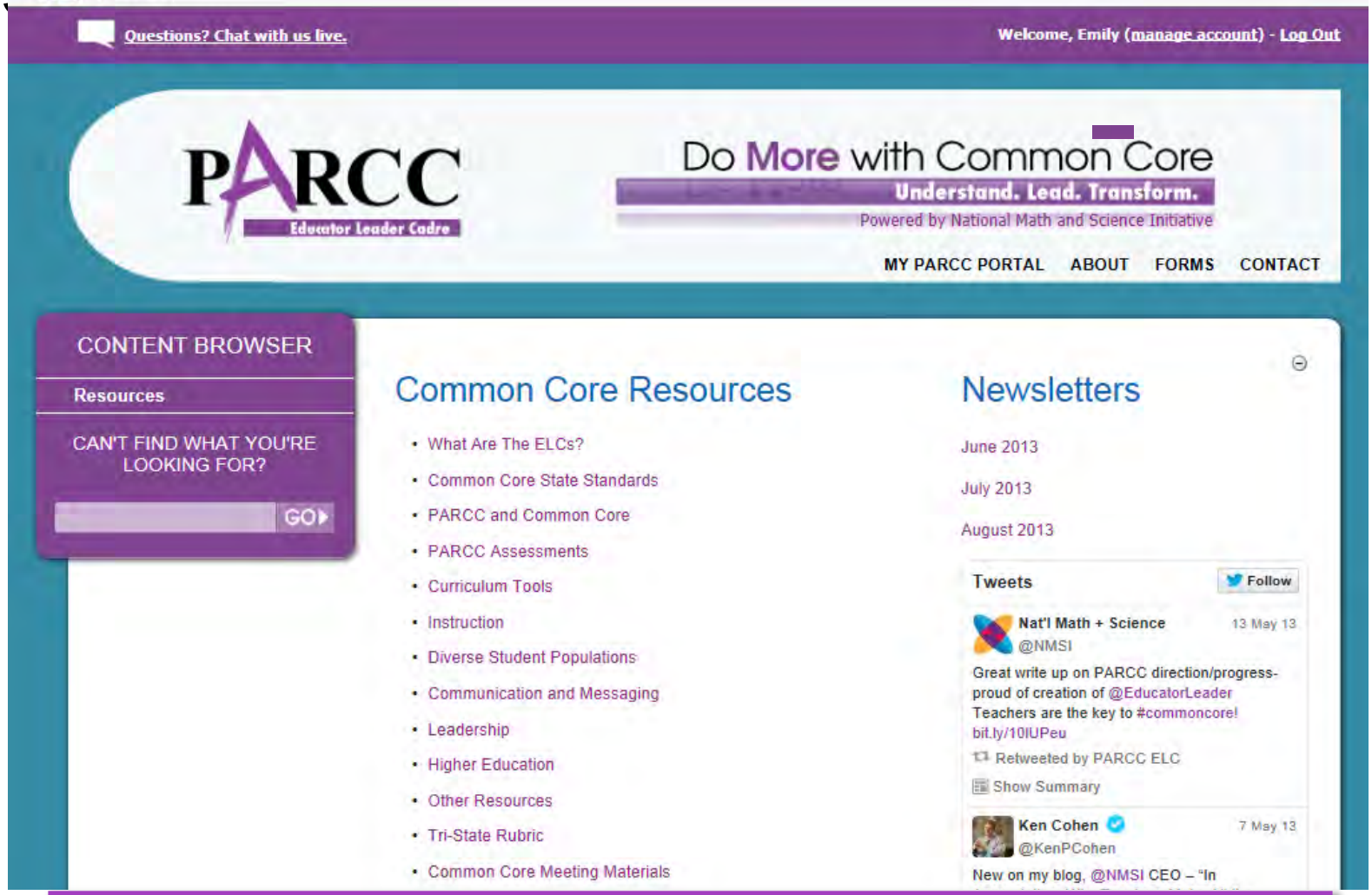
Information about the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and Common Core State Standards for ...

GRADES K-13+

Available online:

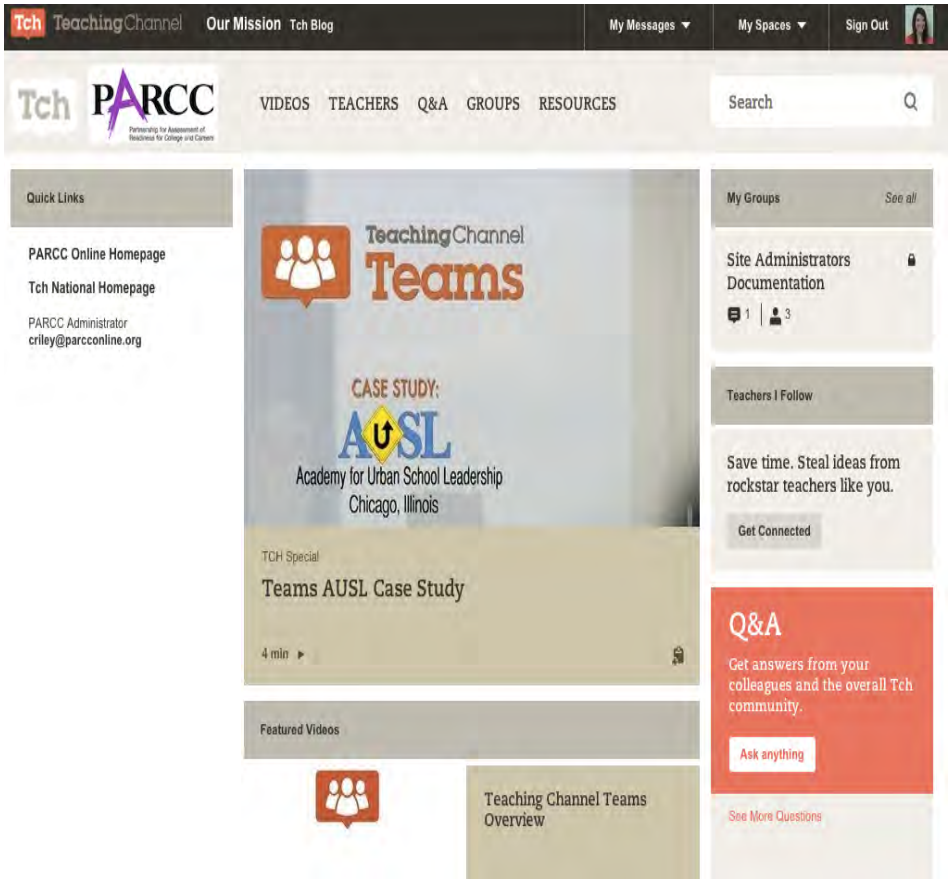
http://www.pbslearningmedia.org/search/?q=PARCC&selected_facets=

Educator Leader Cadre Portal: A Public Portal for Educator Resources



Available online: http://parcc.nms.org

The Teaching Channel: Instructional Supports Mini-Modules and New ELC Portal



Available December 2014

- Mini-Modules: Developed collaboratively the Teaching Channel, PARCC staff members and AFT and NEA members
- New Portal: Will replace current ELC Portal and house educator resources

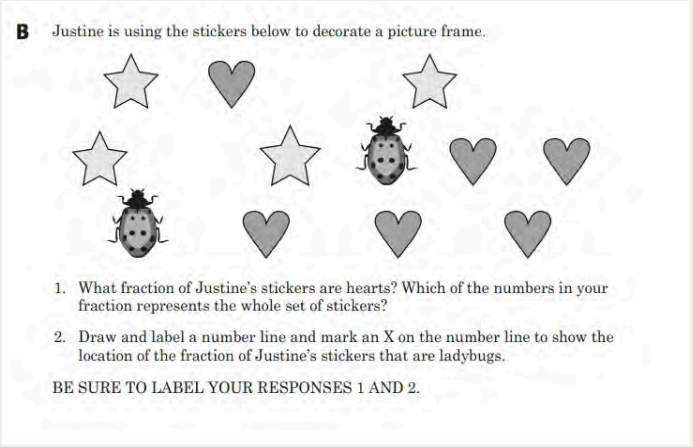
Coming soon:
https://www.teachingchannel.org/home/parcc

Take the Test Website

Available November 2014

- Guided practice test experience
- See the difference:

Pre: Common Core Grade 4

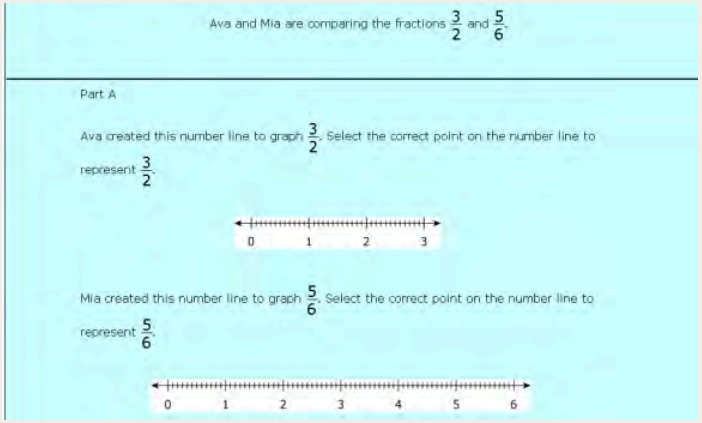


B Justine is using the stickers below to decorate a picture frame.

1. What fraction of Justine's stickers are hearts? Which of the numbers in your fraction represents the whole set of stickers?
2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

PARCC- Common Core Grade 4



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Top 12 Resources for Educators Guide

Top 12 Educator Resources Guide

PARCC

Professional Development Modules

PARCC is developing online training modules to help teachers, school leaders, and school site testing coordinators understand the new PARCC assessment system and put the high quality assessments to work for them and their students. The tools will help educators learn how to read results from the assessments, make inferences about the results and identify learning gaps.

The first two are completed – PARCC Common Assessments Overview and the PARCC Accessibility System. Future topics include introductions to the PARCC Mid-Year Assessment, PARCC Diagnostic Assessment, and the PARCC Speaking and Listening Assessment.

Educator Leader Cadre Portal

PARCC's Educator Leader Cadre meet throughout the year to build expertise in the Common Core and PARCC by engaging in deep analysis of the CCSS and aligned materials such as the PARCC Model Content Frameworks, sample items, assessment blueprints and more.

The ELC portal is a collection of resources from the ELC meetings, such as presentations, videos, and instructional tools related to curriculum tools, instruction, diverse student populations, and more.

Educators can use these resources to build their own expertise.

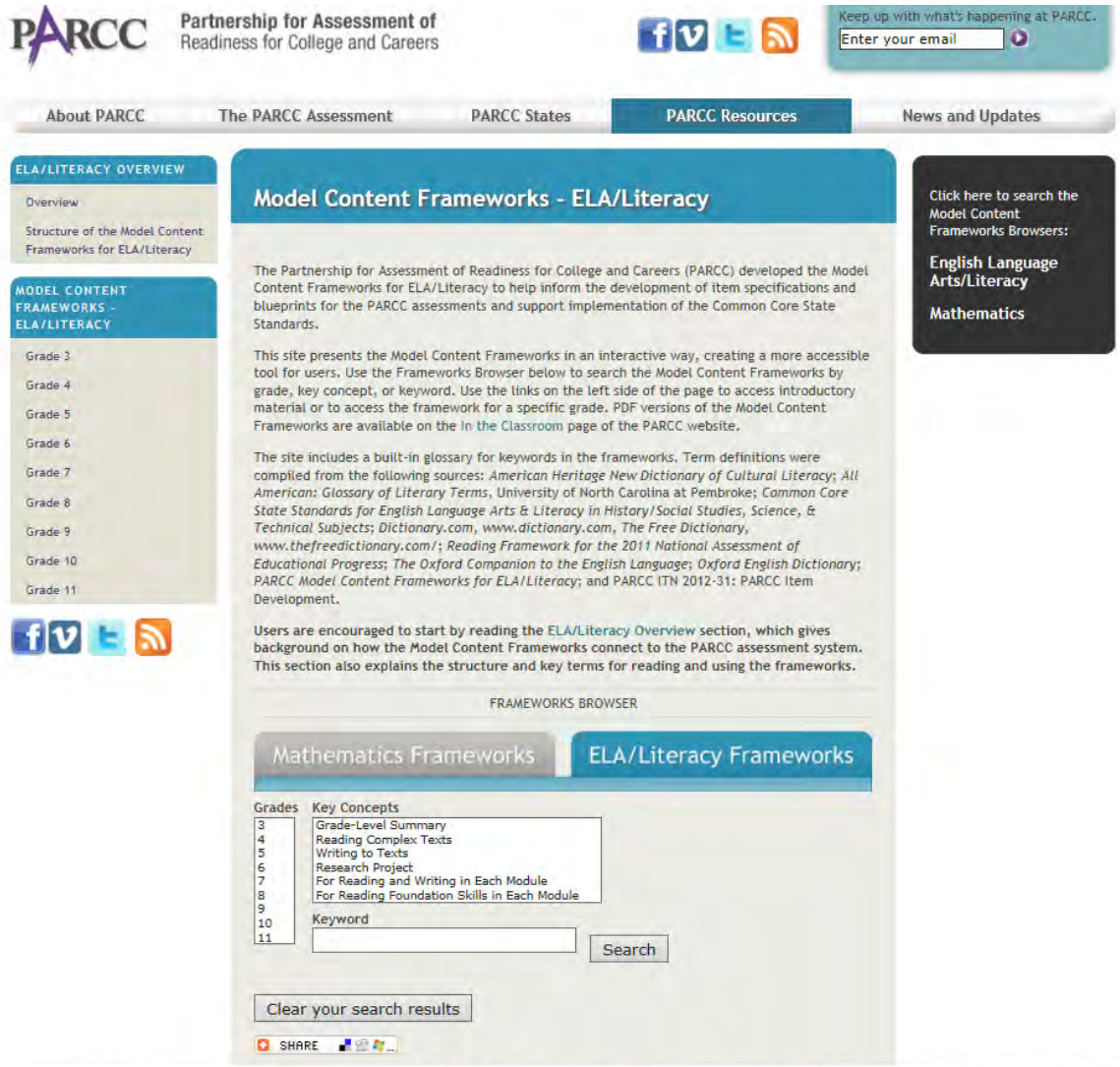
Model Content Frameworks

Model Content Frameworks are voluntary resources meant to be used as a companion to the Common Core State Standards to help educators and those developing aligned curricula and instructional materials.

The MCFs help clarify the standards by illustrating how key content shifts from grade to grade. They also serve as an example of how teachers and curriculum writers may frame instruction using the standards across the academic year.

Available online: http://www.parcconline.org/top-12-resources-educators

Model Content Frameworks



Use the PARCC Frameworks Browsers for [English Language Arts/ Literacy] and [Mathematics] to access and search online versions of the Model Content Frameworks.

Available online:
[www.parcconline.org/parcc-model-content-frameworks]

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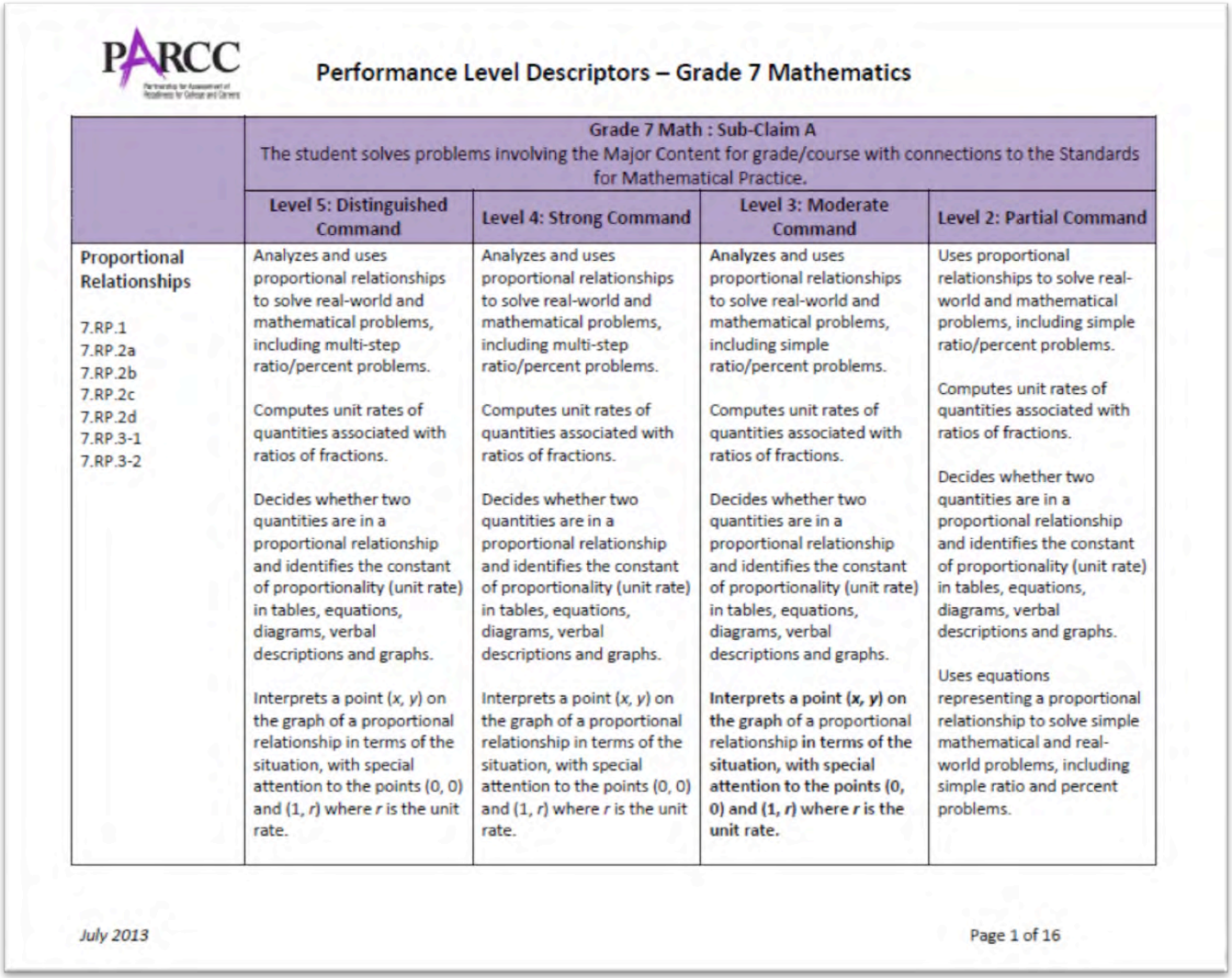
Performance-Level Descriptors



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Performance Level Descriptors – Grade 7 Mathematics

	Grade 7 Math : Sub-Claim A The student solves problems involving the Major Content for grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	**Level 4: Strong Command**	**Level 3: Moderate Command**	**Level 2: Partial Command**
Proportional Relationships 7.RP.1 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d 7.RP.3-1 7.RP.3-2	Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Interprets a point (x, y) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Interprets a point (x, y) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Analyzes and uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. **Interprets a point (x, y) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.**	Uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Uses equations representing a proportional relationship to solve simple mathematical and real-world problems, including simple ratio and percent problems.

July 2013

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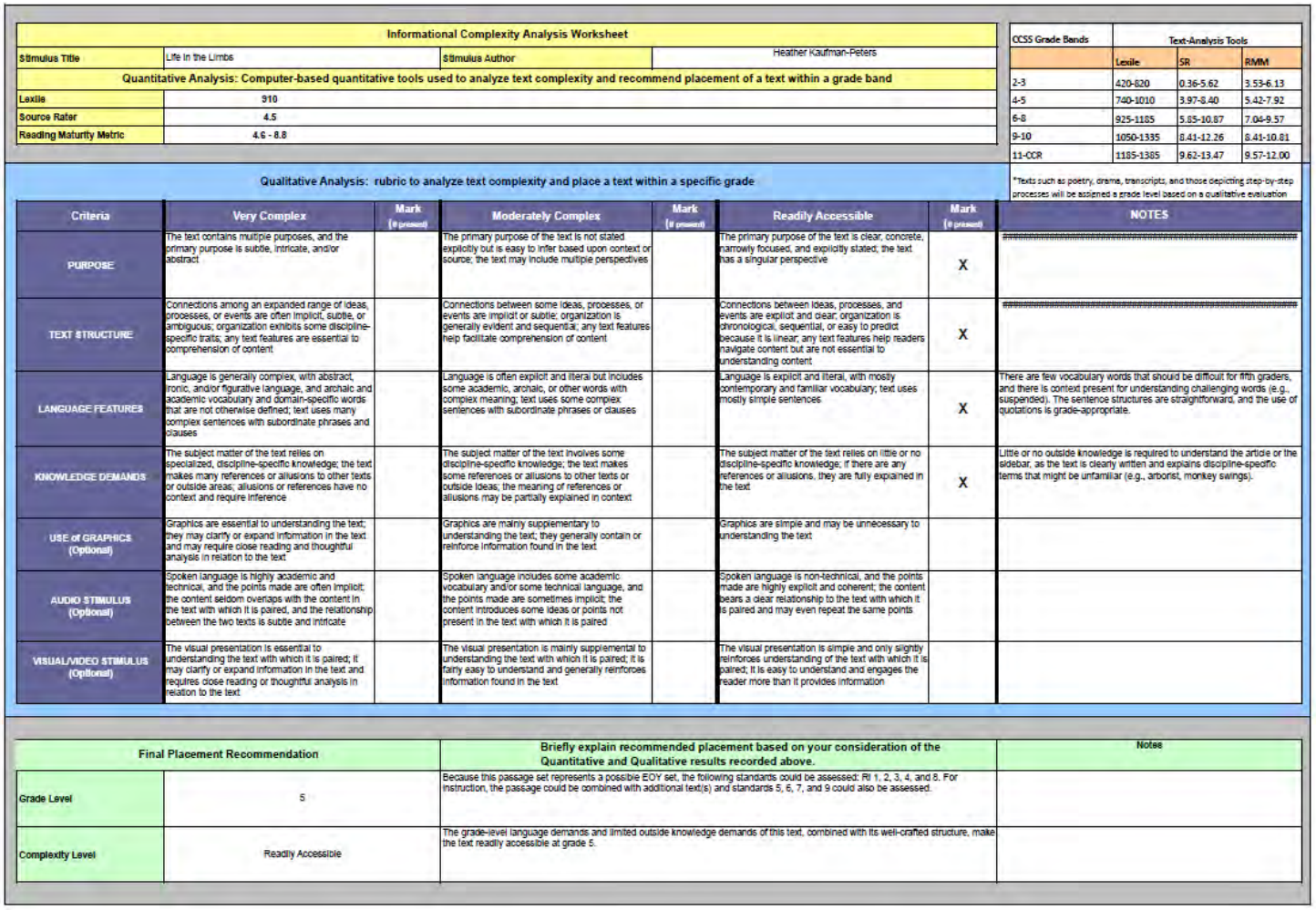
Available online: http://parcconline.org/plds

Text Complexity Worksheets



Informational Complexity Analysis Worksheet

Stimulus Title	Life in the Limbs	Stimulus Author	Heather Kaufman-Peters

Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band

Lexile	910
Source Rater	4.5
Reading Maturity Metric	4.6 - 8.8

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.36-5.62	3.53-6.13
4-5	740-1010	3.97-8.40	5.42-7.92
6-8	925-1185	5.85-10.87	7.04-9.57
9-10	1050-1335	8.41-12.26	8.41-10.81
11-CCR	1185-1385	9.62-13.47	9.57-12.00

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Criteria	Very Complex	Mark (# present)	Moderately Complex	Mark (# present)	Readily Accessible	Mark (# present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective	X	
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content	X	
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences	X	There are few vocabulary words that should be difficult for fifth graders, and there is context present for understanding challenging words (e.g., suspended). The sentence structures are straightforward, and the use of quotations is grade-appropriate.
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text	X	Little or no outside knowledge is required to understand the article or the sidebar, as the text is clearly written and explains discipline-specific terms that might be unfamiliar (e.g., arborist, monkey swings).
USE of GRAPHICS (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	Spoken language is highly academic and technical, and the points made are often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some academic vocabulary and/or some technical language, and the points made are sometimes implicit; the content introduces some ideas or points not present in the text with which it is paired		Spoken language is non-technical, and the points made are highly explicit and coherent; the content bears a clear relationship to the text with which it is paired and may even repeat the same points		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand and generally reinforces information found in the text		The visual presentation is simple and only slightly reinforces understanding of the text with which it is paired; it is easy to understand and engages the reader more than it provides information		

Final Placement Recommendation		Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level	5	Because this passage set represents a possible EOY set, the following standards could be assessed: RI 1, 2, 3, 4, and 8. For instruction, the passage could be combined with additional text(s) and standards 5, 6, 7, and 9 could also be assessed.	
Complexity Level	Readily Accessible	The grade-level language demands and limited outside knowledge demands of this text, combined with its well-crafted structure, make the text readily accessible at grade 5.	

For more information about text selection:

http://www.parcconline.org/sites/parcc/files/PARCCCombinedPassageSelectionGuidelinesandWorksheets.pdf

Blueprints

Math item counts per form

Assess-ment	Items	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Math I	Geometry	Math II	Algebra II	Math III
EOY	Type I 1 Point	34	28	28	26	24	26	21	19	19	19	19	19
	Type I 2 Point	5	8										
	Type I 4 Point	-	-										
EOY TOTAL	Type I	39	36										
PBA/MYA	Type I 1Point	8	8										
	Type I 2 Point	2	2										
	Type II 3 Point	2	2										
	Type II 4 Point	2	2										
	Type III 3 Point	2	2										
	Type III 6 Point	1	1										
PBA/MYA TOTAL	Type I	10	10										
	Type II	4	4										
	Type III	3	3										

Overview of Task Types

- The PARCC assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

Task Type	Description of Task Type
I. Tasks assessing *concepts, skills and procedures*	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards • Machine scorable including innovative, computer-based formats • Will appear on the End of Year and Performance Based Assessment components • Sub-claims A, B and E
II. Tasks assessing *expressing mathematical reasoning*	• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6). • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim C
III. Tasks assessing *modeling / applications*	• Each task calls for modeling/application in a real-world context or scenario (MP.4) • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim D

Available online: http://www.parcconline.org/assessment-blueprints-test-specs

Sample Items

PARCC Partnership for Assessment of Readiness for College and Careers

Home | PearsonAccess^next | Technology Setup | Manuals & Training | Test Preparation

Sample Items

Try out test questions on the technology platform that students will use when ta
Engage with the different types of items (drag-and-drop, multiple select, etc.) ar
highlighter, etc.) that will be available. Sample Items will not be scored.

The PARCC ELA/Literacy summative assessments will include one prose constructed response (PCR) item for ea
assessment component of the PARCC summative assessments. PARCC draft generic rubrics are available to sco
Grades 6-11.

Click here for more information on rubrics.

Click here for PDF versions of the sample items.

Wait! Before you start, does your computer, laptop, or tablet have what it takes? The PARCC assessment works
the technology guidelines here.

Grades 3 - 5 Item Sets

Grade 3-5 ELA Item Set »

Grade 3-5 Math Item Set »

Grade 3 - Generic Rubrics »

Grades 4-5 - Generic Rubrics »

Published 3/13/2014

Grades 6 - 8 Item Sets

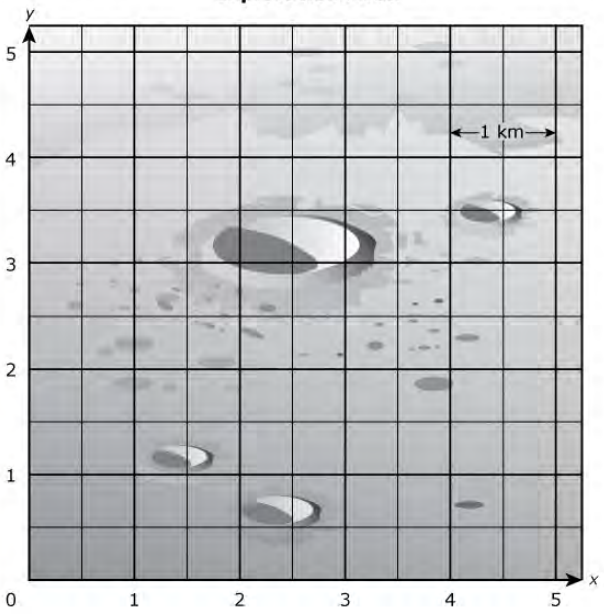
Scientists are sending a rover to the moon. Their plan is to study a rectangular area of the moon by placing a grid over the map as shown. On the grid, 1 unit represents 1 kilometer (km).

Part A

The rover will land at (3.5, 1), explore up to (3.5, 4), and then over to (2, 4).

Plot these three points on the map.

Map of Moon Exploration Area

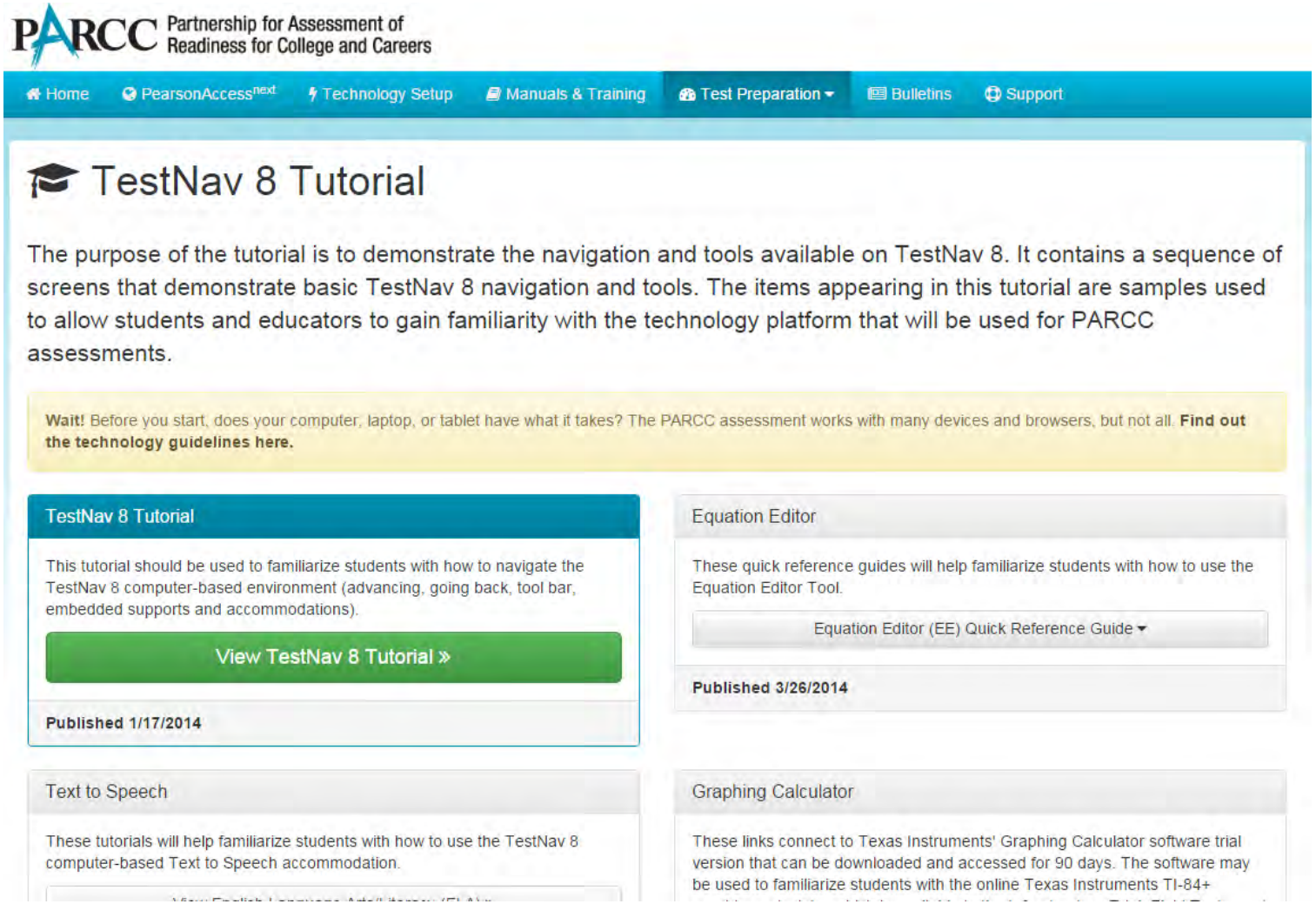


due to pending permissions, PARCC is continuing to present all sample items to support users in better understanding item types and functionalities.

Available online (PDF): http://www.parcconline.org/assessment-blueprints-test-specs

Available online (TEI): http://parcc.pearson.com/sample-items/

Technology Tutorial



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Q&A

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